Faculty Advisor Orientation 2014

Office of Student Affairs (OSA)
Career Development Department
Institute for Medical Educators (IME)
Purpose/Objectives: Overview

• Familiarize you with your role as a faculty advisor
  – Medical student development, advisee issues/needs
  – Define roles, expectations, resources

• Introduce Office of Student Affairs (OSA)

• Events and Introductory Mixers

• In other words,
  What **YOU** add to the mix…
• Overview of Advising
  – Gail Singer-Chang, Psy.D.

• Faculty Advisor Guidebook, Welcome Week Activities, House Mixers & Events
  – Michelle Emmert, Ed.D.
The role of an academic advisor is to:

1. Develop and maintain knowledge of College policies and curriculum requirements.
2. Communicate to students when and where the advisor will be available to meet with them.
3. Review grade reports of advisees using the Academic Progress Portal (APP) and contact students regarding their performance for purposes of congratulations, encouragement, or academic intervention as appropriate.
4. Provide academic counseling to students in academic difficulty and refer them to the LEAD Office for further assistance and support. Advise students having academic difficulty (even if the student has not failed a course or system) to minimize extracurricular activities.
5. If an advisee has failed a course/system, meet with the student prior to the Student Performance Committee (SPC) meeting and accompany the student to the meeting whenever possible.
6. Advise students regarding curriculum and graduation requirements.
7. Exercise great prudence in advising students regarding purely personal matters. Refer the student to the Student Affairs Department or to Pacific Care as appropriate. If a student appears to be in an urgent or crisis situation, notify Student Affairs, the OAA, or the Dean’s office immediately so that appropriate referral and follow-up can be done.
8. Assist students by writing letters of recommendation for scholarship, rotation, or residency applications.
9. Document student contacts in the APP.
1) **Prevention**: To educate students about the resources and equip students with the skills they need to cope with what life throws at them during medical school (e.g. death of family member, health issues for self/other, ADD/ADHD medication issues, family trauma (divorce, abuse, break up), stopping healthy routines).

2) **Crisis Intervention**: To provide guidance and support when #1 isn’t enough.

3) **Professional Development**: To provide educational opportunities for students to develop the attitude, perspective and behaviors of a soon-to-be physician and to help students navigate the 4-year process toward successful residency placement in an appropriate specialty.
Faculty Advising Goals

• Your primary goal as a faculty advisor is to support and advise your student-advisees in ways that will help them minimize the number of “bumps” they experience on their journey (failed classes, professionalism issues, being sent to the Student Performance Committee, etc.), and to help those who hit bumps successfully navigate through them. We also encourage you to offer overall support/mentorship to your student-advisees.
  
  • Michelle Emmert, EdD

• [http://www.westernu.edu/ime-advising](http://www.westernu.edu/ime-advising)
A Process of Socialization

• Becoming a physician is a process of socialization as one moves from being a layperson to a professional/clinician
  – From knowing oneself as a “person” to coming to understand oneself as a person who is also a “professional”

• Being a “student-expert” involves inherent struggles
  – These struggles are an inherent part of professional identity formation

• Our understanding and mentoring during this critical period serves as needed support and at times may be a needed intervention
A Process of Acculturation

The Context:
Professional Formation/Development

While being accepted to medical school is a positive stressor, it can be difficult to adjust to a new, highly demanding culture.
Professional Identity Development

- Phase 1: Absence of Conscious Awareness
- Phase 2: Dissonance
- Phase 3: Immersion
- Phase 4: Internationalization
- Phase 5: Integration

“Teachable Moments”

Personal Me

Professional Me

???

???
Absence of Conscious Awareness

• May experience excitement and anticipation of embarking on the journey

• May not yet realize on all levels what it will mean for them personally
  – “White Knight”

• Do not yet have a sense of self as a medical professional
Dissonance

“I’m beginning to wonder who I am”

• Pressures may become overwhelming

• May be sense of “this is not what I expected”

• May experience negative emotions such as insecurity (imposter syndrome), being overwhelmed, isolation, distrust, anger

• THIS IS NORMAL AND EXPECTED
Immersion
“I’m stressed; you’re stressed too”

- Bonds begin to form with peers having similar experiences
- May still experience negative emotions such as anger and resentment
- May also experience positive emotions such as doing something important and gaining a sense of belonging
Internalization

“I’m gaining a sense of myself”

- Improved coping abilities - adapting to new environment
- Increased sense of security as one begins to gain footing
- More tolerant and accepting of others
- May experience increased confidence as one continues to gain competency
Generational Issues in Medical School

General Challenges:

- I’m used to being special; now I’m one of many
- That’s only your opinion, it’s what I feel that matters
- Instant gratification – why try?
  - Where’s my “A”?  
- What are you going to do for me?
  - Some are in extended adolescence
- I’m entitled to express myself vs. making patients feel comfortable and trusting
- Technology, Social Media, & Multi-tasking
Key Points from Live Panels

• **Email**
  – It’s safer when it’s NOT in person…but I miss the contact!
    • Used to being able to manage impressions (i.e., facebook)
  – DOES THIS MEAN YOU’RE ANGRY?
  – “Why haven’t you gotten back to me? It’s been 10 minutes?”

• **Conflicted over whether faculty are “friends”**
  – Not liking authority but needing the safety and support
• General Class Relative Strengths
  – Self-Actualization
  – Empathy

• General Class Relative Weaknesses
  – Reality Testing
  – Independence
    • Judgment, Directed Learners
    • Is this going to be on the test?
    • I didn’t get the email?
    • You mean I had to call?

  – LSTI – Majority are “S” types
    • Sees the trees, not the forest, details, facts
    • May lack ability to “conceptualize” well
Additional Issues to Consider

• Maintain a professional stance/clarify boundaries
  – Students may tend to be very informal
  – Advisor-Advisee interactions may be private but they are not “confidential” (legal implications)
  – The concern over favorable student evaluations

• Keep emails short and factual

• Keep the playing field even (safe & trustworthy)
  – Everyone knows everything – perceived favoritism can be damaging to the learning environment
Unintended Consequences...

- Informal may mean “disrespectful”
- Asking why too often may mean “disregard for authority” (sometimes there’s a reason!)
- Need for immediate feedback and/or customization may mean “entitled”
- Desire for balance could mean lack of work ethic
- Self-expression (tattoos, piercings, language) may mean “not safe” to older patients
- Profile postings may mean unprofessional
In alignment with the mission of COMP, the purpose of the CLASS Faculty Advisement Model is to help you engage the student/advisee in a way that provides support while simultaneously promoting the types of self-sufficient, responsible, and professional behaviors needed for lifelong learning and career success.

<table>
<thead>
<tr>
<th>C = Connect</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Office Hours/Availability/Access</td>
</tr>
<tr>
<td>• &quot;How can I help you?&quot;</td>
</tr>
<tr>
<td>• Openness/Approachability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L = Listen</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Encourage</td>
</tr>
<tr>
<td>• Summarize</td>
</tr>
<tr>
<td>• Clarify Issue (See Faculty Advisor Triage Sheet)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A = Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>• &quot;What have you done to try to help yourself with this?&quot;</td>
</tr>
<tr>
<td>• Support System</td>
</tr>
<tr>
<td>• Extracurricular Activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S = Suggest</th>
</tr>
</thead>
<tbody>
<tr>
<td>• &quot;What do you think you can do?&quot;</td>
</tr>
<tr>
<td>• &quot;Have you tried/what do you think of... (Triage)?&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S = Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• &quot;I'm glad you came in...I'm here to help.&quot;</td>
</tr>
<tr>
<td>• &quot;Let's go to the Student Affairs Office.&quot;</td>
</tr>
<tr>
<td>• Follow up visit</td>
</tr>
</tbody>
</table>
Goal

To have the COMP Faculty utilize the Faculty Advisor Note section in a **standardized manner** that will assist with communication involving support for student performance as well as ensuring that the SPC will have all relevant information for deliberation should a student get referred. In general, this information includes meetings with their advisees related to an advisee’s academic progress/difficulties and/or concerns regarding professionalism.
Faculty Notes in the APP

• THIS IS PART OF THE STUDENT RECORD, Guidelines were developed to address the following potential pitfalls:

• Over-documentation to include notes which are irrelevant to student performance or the SPC’s deliberations, causing excessive information in the portal, over-taxed advisors, and creating a culture of fear and mistrust (Big Brother)

• The documentation of accusations, conflicts and/or personality differences between students and students, students and faculty, and/or students and administrators that should not be placed in the Academic Progress Portal and need to be addressed in an alternative forum

• Personal and sensitive information for which the student was seeking private consultation, the documentation of which would serve to damage trust in their advisors and create apprehension about seeking help in the future

• The tendency to make inaccurate or inappropriate judgments about a faculty advisor’s skills or a student’s psychological status based on these notes

• The potential for inconsistent note-taking leading to an inconsistent performance picture for the SPC, as (1) Faculty members may have different note-taking styles levels of ability/skill or (2) a student may seek the assistance of another faculty member or administrator who does not have access to his/her record while not seeking the assistance of his/her formal advisor
Welcome Week

• COMP Events
  – Faculty Advisor Guidebook & Resources
  – New Student Guidebook- includes Welcome Week Schedule (8/5-8/9)
  – Welcome Week Website
  – Advisor-Student Event
    • Welcome Week House Mixer (8/6)
    • House Dodgeball Tournament (8/11)
    • House Trivia Nights (4-5/year)
    • Powderpuff Football Game (Oct)
    • House Mixers (1/semester)
    • House Basketball Tournament (March)

• University At-A-Glance Events
  – http://www.westernu.edu/students/welcome-week/students-orientation/
New Student Guidebook Access

- Please keep the following in mind when accessing the [New Student Guidebook on SharePoint](#):
  
  1. Use Internet Explorer (Windows-based) or Safari (Mac).
  
  2. If you are being prompted for login credentials and your WesternU email username and password are not working, try using your full e-mail address as the username along with your normal password. For example, type your username as [jsmith@westernu.edu](mailto:jsmith@westernu.edu) instead of using just jsmith.
Faculty Development Events

• Stay Tuned for Faculty Advisory Training session with role plays!

• Career Development Office